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ABSTRACT

The guide presents elementary social studies units investigating man as a social and cultural being in studies of widening social units, beginning with the family and ending with the world. Objectives are to encourage the child to organize his inquiry using social studies skills, to provide him with a means of understanding the world around him, and to help him examine and begin to develop his own system of values. Twenty-five learning activities and eight evaluation methods are suggested. The units are outlined in seven sections, under headings of concepts, major understandings, topics, and details of content. Each section covers a year of study. Year 1 describes the family as a social unit, discussing family functions, relationships, and possible changes. Year 2 studies the organization and internal relationships of the community, while Year 3 emphasizes interactions between the community and other communities, the community and its physical environment, and community growth. Year 4 stresses understanding basic culture concepts through study of an aboriginal culture area. Year 5 views the growth of Canada, emphasizing factors contributing to change throughout Canadian history. Year 6 discusses culture realms of the world, such as Oriental, Islamic, and Occidental, and influences affecting their spatial distribution. Year 7 outlines culture stages through a study of world history from the hunters and gatherers to contemporary life. (CK)

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ELEMENTARY SOCIAL STUDIES

Years 1 - 7

Issued by the Authority of the Minister of Education

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Mrs. E.S. Buhler,
Mr. W. Cross
Mr. G. Halkett
Mr. P. Harper
Mrs. H. Sloan
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INTRODUCTORY NOTE

This Elementary Social Studies Curriculum Guide represents both a consolidation and a revision of earlier guides.

The following are now replaced by this guide:

- Elementary Social Studies, Years 1, 2, 3
Interim Edition (1971)
- Elementary Social Studies, Years 4, 5, 6
Interim Edition (1972)
- Elementary Social Studies, Grades IV, V, VI
(1968 Reprint)
- Social Studies, Grade VII Interim Edition (1970)

Revisions have been made to the format and content of the curriculum charts to improve their usefulness to the teacher.

In only one case has there been a major revision. The concept "Cultures Change" has been shifted from the end of Year 4 to the beginning of Year 5.

Full details regarding the materials prescribed for Elementary Social Studies Years 1 - 7 can be found in the Prescribed Textbooks List available from the Curriculum Resources Branch of the Department.

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I PREFACE

The elementary social studies program is organized around key concepts, generalizations, and principles of the social sciences, and is designed to facilitate the selection of content by the teacher and the child to organize his inquiry and understanding of the world around him, to consider values, and thus be guided by values.

The programme investigates the development of human beings. Years one to three of the programme focus on the individual and the family, social beings, organized in such a way as to contribute to the community. In year four attention is given to cultural beings. The year five programme focuses on the aspect of people and considers the development of larger and more complex societies. The development of a nation is introduced in year six with a global view of man in many cultures. The year six programme is also concerned with the development of the world, which resulted in the formation of cultures and nations.

The programme developing as it does through both space and time, provides many opportunities to deal with today's rapidly changing world. There are also opportunities to integrate the social studies curriculum with such areas as Language Arts and Science.

II OBJECTIVES

The objectives of the elementary social studies programme involve encouraging the child to develop:

A. Knowledge

Knowledge involves the development of concepts. The programme is designed to increase the student's understanding of concepts about similarity and diversity in human activities, social arrangements, and beliefs.

B. Skills

Opportunities are provided for the systematic development and practice of important social studies skills. These include such academic skills as planning, collecting, recording, classifying, and interpreting and integrating information as well as such social skills as the ability to work independently or as a member of a small or large group.

C. Feelings, Attitudes, and Values

The programme offers materials and experiences that encourage the child to examine critically, and perhaps modify, his point of view. Modification of feelings and attitudes will, in turn, assist him in acquiring a system of values. Special emphasis is placed upon extending sensitivity to cultural similarities and differences, and upon realizing the dignity and worth of all people.



PT-INQUIRY APPROACH

pts are developed through the use of the inquiry acquire, organize, classify and evaluate information.

process leads pupils to understand and relate new , retain and extend understandings, and broaden their ncepts. Through their inquiry the pupils may analyze nt aspects of a culture and develop concepts and ngs concerning cultural and social variables. Of tance to analysis is the integrated aspect of inquiry upils bring together a number of concepts and related ngs to form an overall view of a culture or a society.

e detailed statement of the Concept-Inquiry approach und in the introduction to the manuals that accompany diate picture sets.



IV DEVELOPMENT

The skill
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Skills have been grouped under the following headings:

A. Planning

These skills involve the ability to:

- 1) Select suitable topics or problems for examination
- 2) Form an hypothesis if a problem is to be investigated;
- 3) Identify probable sources of relevant information and determine their availability
- 4) Organize the appropriate research activity.

B. Observation and Collection

These skills involve the ability to gather data from various sources:

the local community and its resource people, field studies, illustrations, films, large and small scale maps, diagrams, statistics, documents, and resource books.

C. Recording

These skills involve the ability to organize and record information both in written and in visual form:

the map, chart, model, diagram, the field sketch, and the notebook.

There are also many opportunities to integrate skill development in the preparation of summaries, plays, diaries, and histories.

D. Classification, Analysis and Synthesis

These skills involve:

- 1) The selection of relevant information for the topics under study
- 2) The ability to recognize significant similarities and dissimilarities in the collected or recorded data
- 3) The use of evaluation or comparison for the discovery of generalizations or the forming of conclusions
- 4) The reassembly or synthesis of information to form a composite view of the topic under study.

E. Interpretation

These skills involve the ability to select and present relevant generalizations or valid conclusions.

In addition to the above academic skills there are a number of social skills. These include the ability to carry on independent research, to plan jointly, to participate productively in discussions, to develop ideas through interaction with others, and to co-operate in group investigations.

The following are suggested as useful references to assist teachers in the development of their own instructional programmes:

Sequence Chart of Map and Globe Skills and Understandings,
Denoyer-Geppert (1970)

Ellis, K. and Durkin, M.C.: Teacher's Guide For People In Communities, (Taba Programme) Addison-Wesley (1972)

Raths, L.E., Harmin, M. and Simon, S.B.: Values And Teaching, Charles E. Merrill (1966)

Kenworthy, Leonard S.: Social Studies For The Seventies, Ginn (1969)

Michaelis, John U.: Social Studies For Children In A Democracy, Fifth Edition, Prentice-Hall (1972)

- Chapter 10: "Providing for Group and Independent Work", pages 291 — 331

- Chapter 13: "Using Reading Materials and Developing Reading Skills", pages 427 — 463

- Chapter 15: "Using Maps, Globes and Map-Making Activities", pages 504 — 550

V DEVELOPMENT OF FEELINGS, ATTITUDES, AND VALUES

It is probably wiser to focus on the process of valuing rather than on any particular values themselves; that is, to help children develop values the teacher could:

- 1) Encourage children to make choices, and to make them freely
- 2) Help them discover and examine available alternatives when faced with having to make a choice
- 3) Help children weigh alternatives thoughtfully, reflecting on the consequences of each
- 4) Encourage children to consider what they prize and cherish and to understand why
- 5) Give them opportunities to make public affirmations of their choices
- 6) Encourage them to act, behave, live, in accordance with their choices
- 7) Help them to examine repeated behaviours or patterns in their lives and in the lives of others.

In this way the teacher will encourage the development of the process of valuing. (Adapted with modifications from Raths, Harmin and Simon: Values and Teaching, pp. 38-39, Charles E. Merrill, 1966)



ial studies is concerned with:

pmment of the individual child's
and skills

pmment of critical thought, feelings,

ition of values which cause changes
our.

se the difficult task of evaluating the
in attitudes and behaviour.

rogramme and the various approaches in
necessitate an emphasis on various
these might include observation and
of interest, knowledge, skills,
, and reception to the opinion of

techniques

tion in group activities and reaction
icipation of other group members
to the teacher's summation and questioning
oup and of himself

- 4) Volunteering of opinion and the presentation of supportive evidence
- 5) Recognition of cause and effect situations
- 6) Ability to reach conclusions and comprehend extensions of his conclusions
- 7) Willingness and initiative to search for answers to questions
- 8) Preparation and completion of written work, and other pupil projects such as three dimensional and multi-media presentations



VII ACTIVITIES

The following activities are not meant to be an inclusive list nor is it suggested that all should be used.

- 1) Observation, discussion and comparison of pictures
- 2) Sharing stories read aloud by teacher
- 3) Drawing and painting pictures, murals, and dioramas
- 4) Individual or classroom scrapbooks
- 5) Role playing, dramatization, simulation games, and debating
- 6) Field trips

- 7) Experience charts and class or individual diaries
- 8) Map, globe and graph creation and study
- 9) Individual reports, oral and written
- 10) Group reports or projects
- 11) Sharing films, filmstrips, and filmloops
- 12) Interviewing and listening to guest speakers
- 13) Viewing exhibits and collecting artifacts
- 14) Time line charts
- 15) Modelling (in clay or other media)
- 16) Relating music and games
- 17) Reading aloud of related stories by pupils
- 18) Puppetry
- 19) Flannelgraph and magnetic board representations
- 20) Records and tape recordings
- 21) Preparation of presentation for another class or parents
- 22) Story writing incorporating social studies themes
- 23) Photography by pupils
- 24) Pen pals or communication with a school in another country (international communication)
- 25) Pupil preparation of audio visual media

VIII TEACHER REFERENCES ON OBJECTIVES, SKILL AND VALUE DEVELOPMENT EVALUATION AND ACTIVITIES

Joyce, B.R.: Strategies For Elementary Social Science Education, Science Research Associates

Kenworthy, Leonard S.: Social Studies For The Seventies, Ginn (1969)

Michaelis, John U.: Social Studies For Children In A Democracy, Fifth Edition, Prentice-Hall (1972)

Raths, L.E., Harmin, M. and Simon, S.B.: Values and Teaching, Charles E. Merrill (1966)

In addition, teachers are referred to other useful titles which will appear in a Departmental Teaching Aids Circular listing library and reference materials.



IX OUTLINE FOR YEARS 1 — 7

Year One — Families

The first year is concerned with the family, one of the most basic and enduring of man's social groupings. Through participation in family activities such as eating, working, and playing, and also through sharing in its language, religion, aesthetic and social activities, the child begins to learn appropriate and acceptable behaviour for a member of his society.

Families vary in size and composition, in social and economic position, and in ethnic and cultural background. Despite these variations, wherever families exist, they function as units for similar fundamental reasons and are held together by essentially similar ties. Emphasis in year one can be placed on these similarities in function and relationship, allowing the child to draw conclusions about the significance of belonging to a family.

Studies of families that differ from the child's own family will capitalize upon the pupil's interests and provide the basis for a deeper understanding of the concept of family. The child should begin to realize that actions and beliefs of the people being studied are not only logical in their situations but also are akin to those of the child's own family. Through contrast and analogy, the child's perspective for viewing his own family is broadened.

CONCEPT	MAJOR UNDERSTANDINGS	TOPICS
FAMILIES ARE SOCIAL UNITS	A. Families may differ	Similarities and differences may be found in:

		Size and membership

	B. The family serves many functions	Social position

		Cultural background

		Food

	C. The family is a network of relationships	Protection

		Raising children

	D. Families change	Recreation

		Belonging and interacting

		Membership

		Circumstances

DETAILS OF CONTENT

Select from:

Animal families
Families in other parts of the world
Local families of 50 to 100 years ago
Local families of today

Such variations as:

Number of members
Composition of family
Relatives by marriage, adoption, or guardianship
Nuclear and extended families

Family economic resources; the degree of responsibility assumed by a family in the community and/or the inherited position of the family

Family customs and traditions

How families provide food — gathering, growing and purchasing

How families provide shelter and safety

How families assist children to learn roles and responsibilities, develop values and social behavior

How families use their leisure time in spontaneous, organized and traditional activities

Family loyalties, ties of relationship, ties of affection, situations of conflict, patterns of authority, interdependence and responsibility of members

Births, adoptions, deaths, marriages — the family cycle

Physical surroundings, social position, location and economic position



Year Two — Communities

In year two the child moves from study of the family to study of the community. The programme develops major understandings comparable to those which resulted from examination of the family. The emphasis in year two is on the organization and internal relationships of the community.*

Through examining and contrasting these aspects of many communities the child may become more fully aware of the concept of community. Children begin to understand their own roles and that of their families in a wider social setting.

*Year three will look at external relationships — the interaction of communities with their physical environment and with other communities.

CONCEPT	MAJOR UNDERSTANDINGS	TOPICS
COMMUNITIES ARE SOCIAL UNITS	A. Communities may differ	Size and composition
		----- Cultural background
	B. The community provides many services	1) Production and distribution of goods 2) Government 3) Transportation and communication 4) Safety and protection 5) Education, health and social services 6) Recreation and aesthetic expression 7) Religious expression
	C. The community is a network of relationships	Belonging and interacting
	D. Communities change	Size and composition ----- Circumstances

NOTE: The teacher may decide to integrate major understanding 'B' and 'C'

COMMUNITIES

DETAILS OF CONTENT

Variations from community to community
in physical appearance

urban, rural or suburban
area — large, small
population — many, few

Select from:

Animal communities,
Communities in other parts of the world
Local communities of 50 to 100 years ago
Local communities of today

Community customs and traditions

Through the actions of individuals and groups, how the community serves (and
sometimes fails to serve) its members

The focus is intended to show the relationship between community members and
groups in such situations as authority and responsibility, cooperation, conflict,
friendship and affiliation

The effect on a community of population increase or decrease, the arrival of
different ethnic groups and changing occupations and resources

Changes in physical setting

Changes in social and cultural setting

Seasonal variations



Year Three — Interaction of Communities

During the first two years of the elementary programme, the emphasis has been upon developing the concepts of family and community through the study of these social units in a wide variety of settings. The focus in these studies has been upon relationships within the family and within the community.

In the third year of the programme, the study of communities is continued and extended with the emphasis shifting to relationships that exist between communities and their environment and between communities and other communities.

Communities interact with their environments in connection with many aspects of community life. An important idea to develop is the mutual nature of these relationships. Communities respond to and make use of certain characteristics of their setting, but in so doing they alter the surroundings and must then adjust to what has become a new environment.

Communities in varying cultural and natural environments have many similarities — an understanding that was developed in year two. However, each is unique in certain respects, often through a particular specialization. Specialized communities depend on other communities to provide important products or services for their members. In some areas, this interdependence and interaction has contributed to the formation of urban centres.

CONCEPT	MAJOR UNDERSTANDINGS	TOPICS
INTERACTION	A. Communities interact with their physical environment	Use of resources
	B. Communities interact with other communities	<p>Communities may specialize and/or interact in the provision of such services as:</p> <ol style="list-style-type: none"> 1) Producing and distributing goods 2) Government 3) Protection and safety 4) Transportation and communication 5) Education, health and social services 6) Recreation and aesthetics 7) Religious expression
	C. As communities interact they may grow into urban centres	<p>Urban centres are characterized by:</p> <p>Changing size and population</p> <p>-----</p> <p>Specialization of areas</p> <p>-----</p> <p>Services which develop to unite the urban area</p> <p>-----</p> <p>Interaction and adjustment to its changing environment</p> <p>-----</p> <p>Interaction with surrounding communities</p> <p>-----</p> <p>Change</p>

INTERACTION OF COMMUNITIES

DETAILS OF CONTENT

Select from communities at various times and places.

The focus is intended to show how community activity is influenced by such factors as climate and location, and how use of resources may alter the environment and lead to changes in the community

Select from communities at various times and places to illustrate the kind and degree of interaction that takes place between communities, many of which may differ in their specialization

Select appropriate urban centres to show:

Movement of people in and out of urban centres

Transitional areas

Commercial, entertainment, educational, industrial, residential

Transportation and communication, security, protection

Changes within urban centre in its land use and appearance, population

Provision of services for surrounding communities

Development of services in surrounding communities for the use of urban centres

Future of urban centres



Year Four — Early Cultures of North America

In the primary years the programme considered people as social beings living in families and communities. The idea that there are differences in the cultural backgrounds of social units was introduced as early as year one. Year four begins a more systematic examination of the concept of culture. People are viewed as cultural beings.

The first concept to be developed is the understanding that a culture is a distinctive, customary way of life. Through their experience with the use of comparison in earlier years, children should by now be prepared to appreciate how relative similarities and differences permit us to identify distinctive cultures. Examples to illustrate the concept have been selected from the native cultures of North America. In addition to providing an opportunity to examine ways of life of intrinsic interest to children, this material gives a base for the year five discussion of culture change and contributes to an exploration of present-day Canadian cultural diversity.

CONCEPT	MAJOR UNDERSTANDINGS	TOPICS
A CULTURE IS A DISTINCTIVE WAY OF LIFE	Distinctiveness may be found in the ways:	
	A. Each culture has worked out solutions to the basic problems of life	The provision of food, shelter and services
	B. Each culture has worked out a means of organizing its society	Families, communities and larger social units
	C. Each culture is learned and has a means of providing education for the young	The provision of education through formal and informal means (myths, legends, literature, music, art, play, emulation, training, schooling)
	D. Each culture has developed a means of providing recreation and entertainment for its members	The provision of recreation and expression of aesthetic feeling through music, art, dance, drama, ritual, games
	E. Each culture has worked out a means for religious expression	The expression of religious beliefs through formal and informal means

DETAILS OF CONTENT

Select from within the following aboriginal culture areas:

Northwest Coast
Plateau
Plains
Eastern Woodlands
Arctic
Northern

Southeastern
Southwestern
Californian
Desert or Basin
Meso-American







Year Five — Growth Of A Nation: Canada

The first concept in year five continues the examination of culture begun in year four. It is concerned with culture change and some of the means by which changes are brought about. Content is selected primarily from the period of discovery and early settlement in that part of North America which was later to become Canada.

The programme then returns to a consideration of people as social beings, which was the focus of the primary years. The second concept deals with some of the factors which lead to the formation of social units larger than a single community — competition, changes in social organization and changes in technology. These factors are studied through examination of the emerging Canadian nation.

The third concept, that a nation is not only a large social unit, but also a complex one, can then be developed. Canada, with its geographic and cultural diversity, provides a particularly suitable subject for the study of this concept.

There are opportunities to examine a wide range of communities which may vary in terms of their relative isolation, age, ethnic background, traditions, diversity of environment, urban-rural nature, occupations of members, and community recreational and aesthetic interests. These characteristics combine to produce a variety of distinctive life styles. The bonds of unity are in themselves also diverse.

CONCEPT	MAJOR UNDERSTANDINGS	TOPICS
I CULTURES CHANGE	A. Inventions have been factors in creating culture change	Voyages of Discovery
	B. Diffusion (the borrowing of ideas) and adaptation (an adjustment to a new external or internal factor) may bring about culture change	Life in Early North America
II MANY FACTORS CONTRIBUTE TO GROWTH OF LARGER SOCIAL UNITS	A. Among the factors contributing to the growth of larger social units are: 1) Competition for resources and territory 2) Changes in social organization and technology	The growth of the fur trade and expansion of British territory
		----- Development of Law and Order -----
		Building of the Railway
		----- The Gold Rush and the Crown Colonies -----
III A NATION IS A COMPLEX SOCIAL UNIT	A. A nation may unite people of diverse cultures	----- Uniting Canada -----
	B. Cultures in contact with other cultures may persist by retaining some traits	Life styles in present day Canadian urban and rural communities
	C. A nation may unite peoples who live in diverse environments	Ties of nationhood

DETAILS OF CONTENT

Improved navigational instruments and ship design, e.g., compass, astrolabe, sextant, hull, design and rigging	Select from the voyages of: Vikings School of Henry the Navigator Columbus Cabot Cartier Vespucci
Changes in dress, food, transportation, tools, weapons, family organization, religion, aesthetic expression, use of resources	Select from the following areas of settlement: Acadia Spanish Missions New England Virginia Eastern Townships Great Lakes Hudson's Bay U.E. Loyalist Settlements
Life in a Fur Trading Post: Layout of the post Community organization System of barter Transportation of furs Exploration by the traders and the expansion of territory	Select from: Early Hudson Bay Company Posts N.W. Fur Company Posts Pacific Coast Maritime Trading Voyages New York Fur Company (Fort Astoria) Later Hudson Bay Company Posts (after amalgamation, 1821)
North West Mounted Police	Early N.W.M.P. Posts Duties and responsibilities of the policemen
Improvement in farming methods, accelerated immigration policies, the expansion of the railway, and increased settlements on the prairies	Developments in farm equipment: ploughs, fencing, improved strains of wheat Early homesteads Railway Land Grants Surveying expeditions Life in early construction camps Crossing the mountain barriers Linking the rails
Panning for gold on the lower Fraser Search for the mother lode Development of law and order Building of the Cariboo Road Joining of the two colonies	Early mining techniques on the sandbars of the Fraser Early mining methods and life in the Cariboo The control of the colonies by Douglas The establishment of law and order by Begbie Work of the Royal Engineers Joining of the colony of Vancouver Island and the Mainland colony
The Fathers of Confederation Entry of B.C. into Confederation Formation of the Prairie Provinces	Contemporary view which led four colonies to unite Contemporary views of Confederation in the Crown Colony of British Columbia Contemporary view on a united Canada
Differences and similarities in culture Distinctive traditions	Select from urban and rural communities (The selection should be broad enough to include a wide range of cultural and environmental diversity)
Varying uses of the environment Varying functions of communities Present day government Development of "Canadian" traditions	The fostering of a national identity by examining such aspects as: currency, flag, sports, arts, attitudes



Year Six — Culture Realms of the World

During year five the programme turned from considering man as a cultural being to considering man as a social being. It also showed the development of a larger social unit - the nation— within which there may be considerable cultural diversity. In year six another aspect of culture is developed. The child is shown that a culture can transcend the boundaries of nations and unite large groups of people in a global sense. Indeed, culture can set apart large segments of the world's population from others in that each differs in its cultural traits.

For one or more of the culture realms studied some attempt should be made to investigate processes that may have contributed to the formation of the culture realms. From this inquiry some understanding of the processes themselves will result, as well as a greater appreciation of the changing nature of culture.

CONCEPT	MAJOR UNDERSTANDINGS	TOPICS
THERE ARE DEFINABLE CULTURE REALMS	A. Cultural similarities tend to cluster regionally. (Within the world there are regions identified by a similarity of culture and a distinctiveness that sets them apart from other areas)	Similarities may be examined in terms of such cultural variables as: <ul style="list-style-type: none"> 1) Dress 2) Language 3) Food 4) Religion 5) Home 6) Aesthetics 7) Transportation 8) Recreation 9) Government 10) Family 11) Community
	B. Among the various factors affecting the spatial distribution of cultural realms are: <ul style="list-style-type: none"> 1) Location 2) Environment 3) History 	These factors may be examined in terms of: <ul style="list-style-type: none"> Proximity ----- Similarity of habitat ----- Significant historical events -----

DETAILS OF CONTENT

Culture realms of the world* may be classified as:

Occidental
Islamic
Indic or Indian
Oriental
Southeast Asian
Subsaharan Africa

Realms may be identified by considering the culture variables in the following ways:

Two or more selected nations as examples within several culture realms;

Geographic distribution of similarities and differences, throughout the world in culture variables;

A comparison of culture realms

A closeness which has facilitated the diffusion of culture

A sameness of surroundings which has resulted in a similar interaction between people and their surroundings

Changing events such as the spread of religions, formation of empires, colonization, threat of common enemy, development of technologies and political ideologies

Examine in depth one or more culture realms with a view to discovering how aspects of proximity, similarity of habitat and historical events have played a part in the formation of culture realms

*There are other classification systems used to define culture realms in addition to the one suggested here.



Year Seven — Culture Stages

In year seven pupils extend their knowledge of the changing nature of culture by examining distinctive stages in the development of man's way of life.

The emphasis is upon both the changes throughout time which occurred in the area surrounding the Mediterranean and the distinctiveness of the stages from man as a hunter and gatherer to that of man in an industrialized society.

Pupils can become aware not only of the distinctiveness of different stages in culture throughout man's history but also the persistence of some aspects of earlier cultures.

CONCEPT	MAJOR UNDERSTANDINGS	TOPICS*
THROUGHOUT TIME THERE HAVE BEEN DISTINCTIVE CULTURE STAGES	A. There have been relatively static periods in culture change which produced apparent stages in culture development	Man as a hunter and gatherer
	B. Each stage of culture represents a distinctive interaction of a human population with its environment	----- Man as a cultivator and herder ----- Ways of life in early civilizations
	C. Cultures at a particular stage share many attributes characteristic of the stage. Some of these characteristics may have continued from earlier times (tradition), some may have been borrowed from other contemporary cultures (diffusion) and some may be basically unique products (invention)	----- Ways of life in early Mediterranean empires
	D. Invention may lead to a new culture stage	
	E. Although culture change is continual, the rate may vary at different periods in history	
	F. When environments change, ways of life may change also	
	G. Human activity can contribute to environmental change	----- Ways of life in feudal states
		----- Contemporary ways of life in the industrialized Mediterranean region

*Each of the six topics is intended to develop some or all of Major Understandings A-G

NATURE STAGES

DETAILS OF CONTENT

Examine climate, vegetation and animal life around the Mediterranean during the latter part of the ice-age

Extinction of animal species

Grassland cultures of Asia Minor and fishermen and specialized gatherers of forested Europe

Early food producers (Neolithic) Jarmo, Jericho

The development of civilizations

Select from the following early states:

Civilization is characterized by all or most of the following:

Sumer
Egypt
Crete
Phoenicia
Palestine
Assyria

writing, accumulation of food and/or other goods for managed use, full time specialization in division of labour state form of government, development of significant forms of arts and sciences, urbanization and trade (adapted from Michaelis, John, U.: Social Studies for Children In A Democracy, p.167, Prentice-Hall, 1972)

Growth of empires

Select from the following, concentrating on a brief time period:

An empire is a super-state organization posing problems in communication, defence, international security, and administration

Greek
Roman
Persian
Macedonian
Arab
Ottoman

Factors contributing to formation of empires and affecting ways of life are:

- 1) population pressure and colonization
- 2) improvements in ability to wage war
- 3) increasing dependence upon distant resources and protection of trade routes
- 4) competition

Development of feudal states

Select from ways of life in typical feudal villages and medieval towns

Feudal systems were characterized by all or most of the following:

- 1) Economy is based on agriculture with local feudal unit largely self-sufficient
- 2) Much of the land tenure was in the form of fiefs
- 3) Political organization is based on a complex set of allegiances between lord and vassal
- 4) Local and unspecialized government with rather weak larger political structures
- 5) An hereditary aristocracy — land owners who are also the real holders of political power
- 6) A military class organized as members of private armies and possessing a code of military honour
- 7) Landless peasants — either free or enserviced

Select and compare:

Urban industrial centres
New resource centres
Land reclamation settlements
Oasis settlements
Pastoral nomads

